

INSTRUCTOR ROLES AND RESPONSIBILITIES

2

- Introduction to Various Roles** ◀
- Problem Students and Challenging Situations** ◀
- Positive, Constructive, and Corrective Feedback** ◀
- Team Teaching Guidelines** ◀
- Instructor Attributes** ◀

INSTRUCTOR ROLES AND RESPONSIBILITIES

OVERVIEW



Suggested instructional time for this lesson: 2 hours

Introduction

Generally speaking, instructor performance falls into three broad categories: preparation, delivery, and evaluation. However, many responsibilities arise within the context of these major job functions, with skill requirements in diverse areas such as communication, logistics, administration, ethics, public speaking, and equipment oversight. This lesson presents comprehensive descriptions of various roles and offers guidance to the novice or experienced instructor in how to serve students with care and competence.

Lesson Objectives

Through group discussions, question and answer sessions, and simulated instructional situations (roleplays), the EMS instructor trainee will be able to:

- Define five instructor roles
- Demonstrate the ability to use three types of feedback appropriately
- List two guidelines for effective team teaching
- List four attributes of an effective instructor

Materials Needed

- Overhead projector and screen
- Flipchart (prepared prior to class)

Instructional Strategies

- Lecture
- Discussion
- Question and answer
- Visual aids
- Roleplay scenarios

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PARTICIPANT NOTES

LESSON PLAN

Lesson Objectives

I. Instructor Roles and Responsibilities

INSTRUCTOR ROLES

- Administrator
- Counselor
- Disciplinarian
- Evaluator
- Facilitator
- Mentor
- Presenter
- Representative
- Role model
- Supervisor

Instructor Roles and Responsibilities

#2.1

A. Administrator

1. Function
2. Characteristics

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I. Instructor Roles and Responsibilities

A. Administrator

1. Function

As an administrator, you may be responsible for overall course operations and logistics.

2. Characteristics

An effective administrator must be organized and detail-oriented. Additionally, effective communication skills are required, because as an administrator you often have to orchestrate a number of diverse personalities.

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3. Administrative duties

ADMINISTRATIVE DUTIES

- Scheduling
- Communication
- Facilities
- Equipment and supplies
- Record keeping

Instructor Roles and Responsibilities

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4. Designated course administrator's role

B. Counselor/advisor

1. Function
2. Characteristics

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3. Administrative duties

Administrative duties include course scheduling and planning, such as arranging for the instructional facilities. You will need to ensure that the room is large enough for all activities, note whether a particular course has a recommended room configuration, and handle the logistics of room setup. Also, you must determine equipment requirements and make sure everything is in working order. The selection of visual aids and references (such as journal articles) is an administrative duty that should be done well in advance of the course so that appropriate numbers of copies can be made.

Correspondence with the student is another administrative responsibility. The enrollment confirmation, and possibly a screening process for admission will have to be considered.

Typically, student records will need to be kept and possibly forwarded to the appropriate offices. When state-specific certification requirements exist, student records are included in the evaluation process.

4. Designated Course Administrator's Role

Many times an individual other than the instructor is the designated course administrator, e.g., the Course Coordinator. This person is responsible for the overall operation of the course, but many administrative duties are shared. Typically, the administrator's responsibilities involve logistics and operations, while the instructor is concerned with course content, delivery, and instructional aids.

B. Counselor/Advisor

1. Function

As a counselor, students depend on you for advice and good judgment.

2. Characteristics

In order to serve effectively as a counselor, you must demonstrate the characteristics of being trustworthy, empathetic, and an active listener.

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3. Establish an open and trusting relationship
4. Purpose
- C. Disciplinarian
 1. Functions as a coach
 2. Sets and enforces standards

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3. Establish an open and trusting relationship

Exhibiting these characteristics lays the foundation for an open and trusting relationship. To earn and maintain your students' trust, stress the confidentiality of your communication. This is vital. Students must be assured they can communicate honestly and openly.

4. Purpose of counselor/advisor

The purpose of an advisor or counselor is to offer guidance and assistance to students on an as needed basis, as appropriate within the instructor's role. When circumstances affect classroom performance, it is entirely appropriate for instructors to discuss the situation with the student and to work with them whenever possible to help them to deal effectively with both home and family obligations and EMS career objectives.

However, it is important to remember that one cannot be all things to all people. It is neither necessary nor appropriate for an instructor to take on the responsibilities of counseling students regarding their personal life; this is better addressed in a therapeutic setting outside the classroom. In these cases, an instructor should refer students to community resources.

C. Disciplinarian

1. Functions as a coach

As a disciplinarian, the instructor establishes standards of behavior and requires compliance to the standards. This is perhaps best described as a "coaching" role. To be effective, consequences for non-compliance must be made known and enforced consistently.

2. Sets and enforces standards

It is not easy to discipline effectively. However, keep in mind that it is easier to "loosen up" than to get tough. A good coach is very clear about what is expected and equally clear about the consequences of non-compliance. In EMS courses, non-compliance to standards established in the classroom may mean the student is not ready to assume the on-the-job responsibilities of an EMS professional. These are critical skills and it is appropriate to establish high standards during training.

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3. Problem students and challenging situations
 - a. Hesitant student
 - b. Monopolizing student
 - c. "Voice of Experience" student

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3. Problem students and challenging situations

At times you may encounter students who are uncooperative or disruptive, for whatever reason. The best way to handle these students is to be *respectful*, yet *assertive* and *directive*. Remember you are in charge, but don't insult them. Speak with them on a break, rather than correcting them in front of others.

When you are leading training or giving a presentation, you will inevitably encounter various personality types. Classroom behavior resulting from various personality types can create situations that will need to be dealt with. How you handle these situations can affect the attitudes of all the participants and the success of the course. Listed below are some characteristics and tips for handling different types of participants.

a. Hesitant student

This person is shy, reluctant, and silent most of the time. Strategies for dealing with the hesitant student include using small group activities, calling on them from time to time to answer non-threatening questions (ones you know they can answer), and offering encouraging statements that let them know that their contributions are worthwhile and appreciated.

b. Monopolizing student

This student tends to be opinionated and likes to dominate class discussions. This type of student can dampen the enthusiasm of the other students, who may need clear openings and encouragement to participate. Some statements to use with this type of student are: "I'd like to get another opinion on this issue," or "I appreciate your input, but everyone needs an opportunity to participate."

c. The "Voice of Experience" student

Closely associated with the monopolizing student, this person has a tremendous need to be heard as well. S/he likes to display his/her knowledge to everyone by using big words, lots of statistics, even occasional name dropping. Always be polite, but maintain control of the discussion by saying the group needs to move to the next topic. If this person is knowledgeable, give them a task, or even a leadership role. Another tactic is to administer a test that you know is difficult, but which is at the level that they claim to be. When it

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- d. Non-listening students
- e. Idea-zapping students
- f. Complaining or negative students

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is made clear that there are things they don't know, they will more than likely be ready to learn.

d. Non-listening student

At times, a student's attention may wander. One strategy to refocus a non-listener is to ask something like this: "Could you take what Carol has just said and explain it another way?" Or, ask "How does your viewpoint compare with what has been expressed?"

If multiple students seem to be "tuning out," it could be a cue to you that a break is needed, the instruction is not "hitting home," or there is an environmental distraction that needs to be dealt with.

e. Idea-zapping student

This person is an expert at putting down the ideas of others. S/he finds creative ways to inhibit suggestions or cast doubt on solutions. This can seriously undermine small group interaction as well as classroom discussion, so be sure to watch for this as groups break out to develop their lesson plans.

During discussions, rescue an attacked idea before the whole group dismisses it by making concrete statements that confirm potential usefulness. Then, ask the idea-zapper to come up with an idea of his/her own.

f. Complaining or negative student

Masters of blame and fault-finding grippers exist just about everywhere. Stop a complainer in their tracks by asking questions that force the person into a problem-solving mode, such as "What steps do you feel are necessary to correct this situation?" Also, it can help to say "I understand" occasionally, depending upon the reason for the negative attitude.

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- g. Rigid viewpoints
- h. Hostility and anger
- i. The "Clown"

4. Feedback

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g. Rigid viewpoints

This type of person will take a position on an issue and not want to move from it. S/he can make it difficult for the group to make progress. Try to get this type of person to admit there is another side to every issue. One strategy is to ask the student to clearly state the rationale behind an opposing viewpoint.

h. Hostility and anger

Some students can be antagonistic, aggressive, and unfriendly. Fortunately, adult learners typically have a strong internal motivation to be involved in instruction, so "bad attitudes" in general are relatively rare. The exception would be that adults might be more likely to contest results that prevent them from achieving their goals, such as a test score that is inadequate to receive certification.

If the problem is administrative or grade-related, refer the student to the appropriate grievance procedure. See Lesson 2, Legal Implications, for more information on this topic. If you run into an inexplicably angry student in the classroom, avoid getting wrapped into a debate. Keep your cool and respond in a mild, objective manner. Sometimes activities can redirect energy toward accomplishing a specific task. There is nothing like success to turn a negative attitude around.

i. The "Clown"

This type of student hinders group progress with an abundance of inappropriate humor. Strategies for dealing with a "clown" include complimenting him/her when s/he makes a worthwhile contribution and never rewarding attempts at inappropriate humor with laughter. During a serious dialogue, remember to ask this individual to contribute.

4. Feedback

For whatever reason the role of disciplinarian becomes necessary, an instructor can coach students to help overcome performance difficulties. One way to do this is to provide appropriate feedback. Most of the strategies that we just mentioned for dealing with problem students and challenging situations involved the use of feedback.

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- a. Positive feedback
- b. Constructive feedback

CONSTRUCTIVE FEEDBACK

- Describe, Don't Label
- Don't Exaggerate
- Non-Judgmental
- Use "I Feel" Statements
- State Consequences Clearly

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- c. Corrective feedback

CORRECTIVE FEEDBACK

- Analyze performance
- Identify correct and incorrect components
- Provide specific information
- Student improves performance
- Give positive feedback

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Feedback is part of all effective communication, in challenging situations and in those that progress without difficulty. Instructors need to give different kinds of feedback, as each situation demands.

a. Positive feedback

Positive feedback reinforces desirable behavior. Positive feedback is a great "morale booster" because it removes doubt, builds self-esteem, and results in a sense of accomplishment.

b. Constructive feedback

Constructive feedback helps change undesirable behavior. Concentrate on how *you* feel when giving constructive feedback. Use "I feel" statements. For example, don't say, "When are you going to stop being late for class?" Say, "I feel annoyed when you are late for class."

Factors to remember when giving constructive feedback are:

- Describe the behavior about which you are giving feedback; be specific
- Don't use labels such as "immature" or "unprofessional"
- Don't exaggerate; it heightens emotions
- Don't be judgmental; it produces defensiveness
- Use "I feel" statements
- State consequences calmly and clearly

c. Corrective feedback

Corrective feedback is used to improve student performance incrementally. This technique involves analyzing performance, identifying correct and incorrect components, and communicating specific information that the student can use to make subsequent performance improve. This should be a positive learning experience and part of the on-going, informal evaluation process. Corrective feedback lets students know where they stand, thereby reducing frustration and tension in the classroom. It also prevents students from assuming everything is just fine; that "No news is good news." This prevents problems later, during formal evaluations.

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D. Evaluator

1. Function
2. Evaluation methods

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Principles of corrective feedback include:

- Be descriptive, e.g. your hand was in the wrong position
- Be specific, e.g. your assessment of the patient's eyes did not include a pupil check
- Be private; students don't like to be embarrassed in front of peers
- Be positive; find something good in every performance. Make corrections in a positive manner and summarize, emphasizing those things that were done the best
- Be concise; give information in manageable chunks. Don't try to change everything at once
- Be timely; immediately post performance, if student is ready to listen.

D. Evaluator

1. Function

In your role as an evaluator, you compare performance against standards. The standards should be clearly stated in the lesson objectives.

2. Evaluation methods

A variety of informal and formal methods can be used to evaluate student progress.

These include:

- | | |
|----------------------------------|---------------------------|
| ■ Written and Oral Tests/Quizzes | ■ Observational Reports |
| ■ Essay Questions | ■ Presentation Checklists |
| ■ Practical Exams | ■ Peer Review |
| ■ Project Assignments | ■ Question and Answer |

Refer to Lesson 7, Evaluation, for in-depth information on this subject.

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E. Facilitator

1. Function
2. Facilitative teaching
 - a. Comprehension increases
 - b. "Processing and application" time
3. Adult learners
4. Promote active learning

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E. Facilitator

1. Function

As a facilitator, the instructor aids or assists the student in the learning process. This is accomplished by using facilitation skills to make the students feel free to comment and ask questions.

2. Facilitative teaching

a. Comprehension increases

In facilitative teaching, the emphasis is on student involvement in the learning process. Students are not just passive recipients of your presentation. Consequently, the student influences the delivery of material more than in traditional, lecture-only formats. There are advantages and disadvantages to a student-paced delivery. Comprehension is likely to increase, but scheduling can be affected.

b. "Processing and application" time

To accommodate this, course schedules should provide for "processing and application" time. Use your observation skills to help you assess how the presentation is being received. Based upon these observations, you can decide to continue as planned or to modify the presentation to respond to the audience's needs.

3. Adult learners

The facilitator role is particularly adaptive to the adult learner. Adults have an increased need for material that is relevant to their lives and work, and an increased desire for a collaborative learning climate. They also typically have a strong internal motivation to acquire specific knowledge.

4. Promote active learning

Good facilitators stress the practical application of information, relate material to student experiences, and offer concrete examples to illustrate concepts.

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F. Mentor

1. Function
2. Mentor profile
3. Mentor/protege relationships

G. Presenter

1. Function
2. Use plausible, relevant, vivid examples

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F. Mentor

1. Function

A mentor is a person who facilitates personal and professional growth.

2. Mentor profile

Good mentors are generally high achievers, and are confident of their own position within the EMS community. Consequently, they don't feel threatened by student excellence and achievements. Mentors motivate students and encourage their professional growth. Instructors, in their role as mentors, serve as role models for students. As such, you should be proud to be an EMS professional and look for ways to promote your students and expose them to new opportunities and challenges within the EMS profession.

Another characteristic of good mentors is that they recognize the unique strengths of each student, while being aware of and accepting his/her weaknesses and vulnerabilities.

3. Mentor/protege relationship

A mentoring relationship can be a natural outgrowth of the instructor/student association. However, if a relationship develops, you must ensure that you do not show preference or favoritism to your protege as a student. All students should be treated equally and fairly.

G. Presenter

1. Function

Perhaps one of the most visible roles of the instructor is that of presenter. Effective presenters must be able to gain and maintain their audience's attention.

2. Use plausible, relevant, vivid examples

One of the best methods for making information come to life is to make it real; use plausible, relevant, vivid examples. For instance, when discussing the importance of the assessment-based rather than diagnostic approach, offer a real-life scenario with serious consequences. For example, a premature

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H. Representative

1. Function
2. Characteristics
3. Standard curricula

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conclusion regarding a patient's condition could delay appropriate intervention and treatment, perhaps threatening the life of the patient.

H. Representative

1. Function

Another important role for the instructor is that of representative, an authorized delegate of state and national EMS organizations. S/he can also act as a representative to local government.

2. Characteristics

Representatives must be professional and highly qualified. In addition to the immediate concerns of the local EMS unit, they must also be aware of state and national organizational goals and standards.

3. Standard Curricula

States can adopt, not adopt, or adopt and modify standard curriculum which is developed by NHTSA. Instructors are required to teach the standard curriculum that has been adopted by their state. Once certified, instructors are required to teach all of the elements of the standard curriculum.

They can enhance, but not delete any of the content. They must meet all of the objectives. They are obligated to adhere to the curriculum content and objectives because of certification requirements.

Consequences of failure to teach according to the established standard curriculum may include loss of certification or even a lawsuit. For example, suppose an instructor doesn't agree with a standard of care or treatment practice and chooses to instruct students to a different standard or practice. Students then go out on the job and employ non-standard practices or standards of care. If a patient were to experience any unacceptable result, and it was determined that a non-standard practice was performed, the patient could sue the service, the EMS technician, and the instructor.

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- I. Role model
 - 1. Function
 - 2. Characteristics
- J. Supervisor
 - 1. Function
 - 2. Assistant/guest instructors
 - a. Valuable role of assistant/guest instructors

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I. Role model

1. Function

Role models serve as examples of achievements, positive attitudes, and admirable characteristics.

2. Characteristics

It is important for instructors to maintain high standards, both professionally and personally. Hard work, dedication, and a genuinely caring manner are desirable traits in an EMS instructor. Inevitably, role models are imitated because, as the old proverb goes, "Imitation is the sincerest form of flattery." Knowing this, an instructor's behavior must be exemplary.

J. Supervisor

1. Function

A supervisor directs and inspects performance.

2. Assistant/guest instructors

a. Valuable role of assistant/guest instructors

As an EMS course instructor, there will probably be times when you will work with and supervise guest instructors or assistants. EMS curricula are often skills-based, designed to train EMS professionals for on-the-job performance. To this end, practical skills labs are frequently employed in training to prepare students to successfully demonstrate performance in their state's Practical Exams.

In order to conduct these labs effectively, assistants and/or guest instructors must be available to monitor, train, and evaluate student performance in small groups. One of the administrative responsibilities of conducting a course is to recruit qualified assistants. Often the designated course administrator will handle this, but the primary instructor may be called upon to do so as well.

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- b. Coordination of equipment and instructional aids
- c. Ensuring continuity between sessions
- d. Professional conduct
- 3. Team teaching (Dos & Don'ts)
 - a. Advantages

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b. Coordination of equipment and instructional aids

It is your responsibility as the lead instructor to determine the equipment and material requirements for each module, and to work with the other instructors to ensure all requirements are met. Generally, the course administrator will handle logistics, while you will ensure the content is adequately supported with appropriate instructional aids, etc.

c. Ensuring continuity between sessions

You will also be responsible for monitoring the assistant/guest instructor's presentation to ensure continuity between sessions and coverage of all requirements.

d. Professional conduct

Professional conduct is important among the staff, as well as in the student/instructor relationship. Team work among staff members results in positive outcomes not only for the students in the course, but for the EMS community as a whole. Teamwork is precisely what is required in the trauma unit or at an accident site.

3. Team Teaching (Dos and Don'ts)

a. Advantages

There are times when a team teaching approach provides significant advantages to students. For example, when an instructional strategy requires a lot of one-on-one interaction between the instructor and students, a team approach becomes necessary.

Remember, there is an art to team teaching. It requires a sensitivity to your colleague's teaching style, body language, and speaking patterns. Up front planning can greatly enhance the team's effectiveness once they are "on stage."

Some things about team teaching to consider include:

- Diverse teams offer a broad range of expertise and generally enhance facilitator credibility

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- b. Avoiding common pitfalls
- c. Guidelines

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- A variety of classroom or group interaction styles and voices will hold the audience's attention longer
- Increasing the facilitator-to-participant ratio allows for more individual attention during group exercises and case studies
- A team approach can add a dynamic synergy to the teaching experience and enhance creativity through the interaction of team members
- Two or more facilitators help keep the course moving better; e.g., one facilitates and the other writes on the flipchart/overhead

b. Avoiding common pitfalls

In order to make the most of a team teaching experience, it is wise to plan ahead to avoid common pitfalls. Ensuring continuity between sessions is a major concern. For example, if one instructor teaches the class how to do lower extremity splinting on the first night and the second teacher presents upper extremity splinting on the second night, they must be consistent. Otherwise, students will become confused.

Be sure to address the following items in order to avoid problems:

- Identify the relative strengths of each team member
- Arrange participation to maximize each member's strengths
- Agree on how to handle interactions, disagreements, etc.
- Agree on how to transition from one instructor to the other
- Plan to debrief afterward

Team teaching is like learning how to dance; it is important to avoid stepping on your partner's toes.

c. Guidelines

By following some common sense guidelines, you'll make the most of the team's collective talent. Remember, the goal of instructor-led training is to create a learning environment that best meets the needs of the participants. Be attentive and interested while in session with another instructor. And facilitate teambuilding by consistently backing each other up: in the classroom, with resources, and when handling problems.

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II. **Instructor Attributes**

A. Characteristics of effective instructors

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II. Instructor Attributes

A. Characteristics of effective instructors

Every instructor displays an individual personality, yet there are certain similarities amongst those who are truly effective. The most highly rated instructors are knowledgeable about the subject matter, effective in transmitting that information, motivated to provide the best instruction possible, and concerned about their students.

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<i>PARTICIPANT NOTES</i>	<i>LESSON PLAN</i>
	<ul style="list-style-type: none">B. Ethical<ul style="list-style-type: none">1. Definition2. Ethical conduct essential3. Lack of ethics affects credibilityC. Fair<ul style="list-style-type: none">1. Definition2. Student rights

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B. Ethical

1. Definition

An ethical person behaves in accordance with the established moral principles that govern the conduct of a group.

2. Ethical conduct essential

A part of the teacher/student relationship is trust. An instructor must behave in an ethical fashion to inspire confidence and build trust.

3. Lack of ethics affects credibility

Failure to behave according to agreed upon and expected moral principles, such as fairness, integrity, and honor, leads to a loss of credibility.

C. Fair

1. Definition

A fair instructor is not subject to prejudice that inhibits judgment. While everyone has personal preferences and biases, as an instructor, you must deal with students in an impartial manner regardless of your preferences.

2. Student rights

When instructor preferences interfere with impartial judgment, students are denied fundamental rights. Students have the right to be treated fairly. They have the right to be heard and understood. They have the right to receive an objective presentation of information and an impartial evaluation of their mastery of course objectives. Instructors must understand and compensate for personal preference for this to occur.

For example, certain cultures esteem authority to a greater degree than others. Students from these cultures may find it difficult to offer their opinions without feeling that they have overstepped unseen boundaries.

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	<ul style="list-style-type: none">3. Effects of bias4. Legal implicationsD. Professional<ul style="list-style-type: none">1. Definition2. Attire

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If you, as an instructor, find a lively and somewhat challenging group more stimulating, you may tend to believe a quiet student is less invested in the course. This may be far from the truth, and it is your responsibility to gather data from many sources and to render objective judgements. If interaction is essential to a student's success, you need to let them know that, and solicit their input.

3. Effects of bias

When the instructor is biased or dismisses a student's ideas, learning is inhibited and students lose respect for the instructor. Material should be presented in such a way that the experiences of the adult student are acknowledged and respected.

4. Legal implications

There are legal implications to biased instruction, whether in attitude, delivery, or evaluation. See Lesson 2, Legal Implications, for more information on gender, race and disability, as well as sexual harassment and sexual preference issues.

D. Professional

1. Definition

Professional conduct entails the appropriate presentation of self in demeanor, attire, humor, etc. Because instructors serve as a role model for students, professional behavior is essential. Students look to instructors for guidance. Professional conduct requires attention to attire, attitude, and behavior.

2. Attire

For practical exams and field exercises, instructor attire should be neat and clean, yet comfortable. In the classroom, business dress is often more appropriate. Use discretion and dress according to the subject matter, environmental conditions, and local practice, keeping in mind that your attire strongly influences how you are perceived.

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	<ul style="list-style-type: none">3. Attitude4. BehaviorE. Prepared<ul style="list-style-type: none">1. Facilities, equipment, instructional aids2. Schedule3. Know your materialF. Giving and earning respect<ul style="list-style-type: none">1. Definition2. Giving respect

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3. Attitude

Instructors should have a helpful and supportive attitude toward students.

4. Behavior

Being a professional means being well-prepared and organized. It also requires treating both staff and students with respect, as we have discussed earlier.

E. Prepared

1. Facilities, equipment, and instructional aids

It is important to check out the equipment, visual aids, facilities, and materials long before the students arrive. It's almost impossible to be *too* thorough when planning and confirming arrangements for a course.

2. Schedule

Start sessions on time. As much as possible, adhere to the published schedule. If class participation results in a longer class, mention this fact, and get agreement from the class on ways to adapt, e.g., fewer breaks. Remember, you are teaching adults.

3. Know your material

As we have mentioned before, knowing the material you will teach is essential to ensure learning and to maintain your credibility.

F. Giving and earning respect

1. Definition

The term respect means to feel or show esteem for another.

2. Giving respect

Respect entails a willingness to show consideration or appreciation. It is an essential ingredient to positive, productive relationships. Students have a right to be treated with respect.

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3. Earning respect
4. Respect creates a supportive learning environment
5. Problem students

III. Roleplay Activity

- A. Model the responses you feel would be most appropriate given what you have learned about instructor roles and responsibilities
- B. Apply the guidelines for positive, corrective, and constructive feedback

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3. Earning respect

The respect of students is earned by modeling correct behavior. Show genuine interest, be ethical, and be fair. Live up to high standards personally and professionally and you will earn their respect.

4. Respect creates a supportive learning environment

The instructor/student relationship is most productive in a climate of mutual respect. When a student fears a sarcastic response, they hesitate to participate, and learning is inhibited. On the other hand, when you show consideration and appreciation for your students, they will trust and respect you. A supportive training environment is created, and your students will not hesitate to seek clarification if they lack understanding.

5. Problem students

As we mentioned earlier, occasionally as an instructor you will encounter "problem students." In these cases, it is important to show respect even if you do not feel it. This establishes a foundation upon which you can demand like treatment. Common courtesy can prevent a difficult situation from deteriorating, particularly if emotions intensify.

On the other hand, you cannot allow a course to become side-tracked by irrelevant issues. If you feel that student comments or questions digress from the focus, determine the significance of the topic that has been introduced then reiterate the goals and objectives for the section or discussion. If the new area is outside the scope, respectfully acknowledge the importance of the new area and offer sources of information if available, but then redirect the class back to the topic at hand.

III. Roleplay Activity

Refer to Appendix A, Activity Materials. Students will be given scenarios and will model appropriate instructor roles, responsibilities, and responses based upon the information in this lesson. They should apply the guidelines for positive, corrective, and constructive feedback during each roleplay exercise.

INSTRUCTOR ROLES AND RESPONSIBILITIES

PARTICIPANT NOTES

LESSON PLAN

IV. Summary

References

INSTRUCTOR ROLES AND RESPONSIBILITIES

ADDITIONAL INFORMATION

IV. Summary

This lesson outlined the many roles, responsibilities, and attributes of EMS instructors and offered guidelines for functioning effectively in each role.

References

HUD Mentoring Program Train-the-Trainee Guide, Developed by ASA, April 1995

